|  |  |
| --- | --- |
| **Course Code** | EDUC 1302 |
| **Course Name** | Learning Technologies for the Classroom |
| **Course Teacher** |  |
| **Task Title** | Essay |
| **Task Description** | Students will write an essay describing an issue related to the integration of technology in educational settings. |
| **Goals Covered** | Learning Outcomes 2, 3, 4 |
| **Weighting** | 35% |
| **Length/Word Limit** | N/A |
| **Due Date** | TBC by instructor |
| **Grading Criteria** | Your grade will be determined using the HCT B.Ed. generic descriptors attached. |
| **Late Penalty** | Unless special circumstances are agreed with the course teacher regarding late submission, work submitted up to 3 working days late will receive the lowest possible passing grade. Work submitted more than 3 working days late will receive an "F" grade. |

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| **Course Name** | Learning Technologies for the Classroom |
| **Course Teacher** |  |
| **Task Title** | Essay |
| **Due Date** | TBC by instructor |
| **Student ID No** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Word Count** | N/A |

**HCT Graduate Outcomes Addressed:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | Communication and information literacy | X | X | X |  |  |  |
| 2 | Critical and creative thinking | X | X | X |  |  |  |
| 3 | Global awareness and citizenship | X | X | X |  |  |  |
| 4 | Technological literacy | X | X | X |  |  |  |
| 5 | Self-management and independent learning | X | X | X | X |  |  |
| 6 | Teamwork and leadership |  |  |  |  |  |  |
| 7 | Vocational competencies | X | X | X |  |  |  |
| 8 | Mathematical literacy |  |  |  |  |  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Declaration**:

This assignment is entirely my own work except where I have duly acknowledged other sources in the text and listed those sources at the end of the assignment. The word count for this assignment meets the requirements as described in the Task Description. I have not previously submitted this work to the HCT. I understand that I may be orally examined on my submission.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

##### If you wish to have a formal acknowledgment of assignment receipt, please complete the following slip.

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##### Acknowledgment

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| --- | --- |
| **Course Code** | EDUC 1302 |
| **Course Name** | Learning Technologies for the Classroom |
| **Task Title** | Essay |
| **Student ID No.** |  |

### Received on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | EDUC 1302 | | |
| **Course Name** | Learning Technologies for the Classroom | | |
| **Course Teacher** |  | | |
| **Student Name** |  | Final Grade |  |
| **Student ID No** |  |  |  |

Feedback key: Excellent (E), Good (G), Satisfactory (S), Marginal (M), Unsatisfactory (U)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific Guidelines** | **Feedback** | | | | |
| **E** | **G** | **S** | **M** | **U** |
| **Understanding of the task and key concepts/issues involved:** |  |  |  |  |  |
| **Comment:** | | | | | |
| **Depth of analysis and/or critique in response to the task:** |  |  |  |  |  |
| **Comment:** | | | | | |
| **Appropriate use of professional and/or research literature to support the response:** |  |  |  |  |  |
| **Comment:** | | | | | |
| **Structure and organisation of the response:** |  |  |  |  |  |
| **Comment:** | | | | | |
| **Presentation of the response according to appropriate academic conventions:** |  |  |  |  |  |
| **Comment:** | | | | | |
| **Presentation of response according to appropriate linguistic conventions:** |  |  |  |  |  |
| **Comment:** | | | | | |
| **General comments:** | | | | | |

**GENERIC GRADE DESCRIPTORS**

**(to be placed on reverse of assignment cover sheet)**

**Grade A: Excellent**

###### Overall, a very impressive and excellent piece of work. Includes the majority of the following features:

* Demonstrates an understanding and achievement of the task which is outstanding relative to the course requirements, and is always relevant.
* Original perspective on the problems in question. Contextualization of sources and viewpoints and comprehensive evaluation of contributions. Insightful application of relevant theories in addressing the issues/questions/tasks.
* Use of wide range of relevant sources, which are integrated and critically evaluated.
* Well structured and organized with a clearly developed line of reasoning. Appropriate length.
* Referencing follows consistent academic conventions with all references fully and accurately cited.
* Clear, articulate style with accurate spelling, word choice and grammar. Target band level surpassed by 1.0

**Grade A-:An impressive piece of work that narrowly misses the requirements for an A grade**

**Grade B+**

**Grade B: Good**

###### Overall, a good and commendable piece of work. Includes the majority of the following features:

* Demonstrates understanding and achievement of the task that is significantly above the course requirements. Presentation of points and arguments relevant to the question or task.
* Sustained commentary on evidence and materials used. Inclusion of appropriate critical perspective. Use of theoretical models in a relevant way to address the issues/questions/tasks.
* Sound understanding of main sources of literature, well summarized and used in a critical and relevant way.
* Clear structure and presentation. Control of length.
* Generally consistent and accurate referencing.
* Generally accurate spelling, word choice and grammar. Target band level surpassed by 0.5.

**Grade C+**

**Grade C: Satisfactory**

###### Overall, a satisfactory piece of work. Includes the majority of the following features:

* Achievement that satisfactorily meets the course requirements. Understands main point of the task. Most points and arguments presented are relevant to the question or task.
* Adequate commentary on evidence and materials used. Some evidence of critical awareness. Use and understanding of theoretical models, but in a fairly pedestrian way.
* Adequate range of source material consulted. Clear understanding of the literature used.
* Good structure and presentation, minor problems in organization do not impede communication. Control of length
* Generally consistent referencing.
* Comprehensible spelling, word choice and grammar, inaccuracies do not impede meaning. Target band level achieved.

## Grade D: Marginal Pass

###### Overall, a bare pass. Includes the majority of the following features:

* Achievement that minimally meets the course requirements. Understanding of basic concepts and effort made to relate them to the question or task.
* Argument mainly descriptive points and/or points which requires greater substantiation. More development of ideas needed to sustain an argument. Identification of main issues, but little critical awareness.
* Some evidence of reading and understanding of the literature, but range and /or relevance very limited.
* Attempt made at coherent presentation, but ideas not well integrated. Length may be considerably off target.
* Some attempt at consistent referencing.
* Comprehensible spelling, word choice and grammar, although inaccuracies may sometimes impede meaning. Below the target band level.

Grade F: Failure

###### Overall, a very poor piece of work. Includes the majority of the following features:

* Achievement that does not meet the course requirements. Inadequate or misunderstanding of task. Purely descriptive account with little or no analysis.
* Irrelevant comments and/or assertions, which are not supported by meaningful evidence. Little evidence of integration of various sources to sustain an argument. Lack of any critical or appreciative framework.
* Few relevant sources used and/or little use of literature.
* Unstructured presentation and/or lack of coherence, which impedes understanding. Length problematic.
* Little or no attempt at consistent referencing.
* Major inaccuracies in grammar, word choice and spelling. Well below the target band level.

**NB** The assessment criteria and grade descriptors are designed to be used *holistically*, that is, separate scores are not given for each criterion. Marking is a two-step process. Firstly, markers review the submission using the specific (contextualized) criteria for this particular assignment. Then, markers refer to the generic grade descriptors to determine which grade is appropriate for the submission. To achieve a particular grade, the majority of the relevant descriptors will be valid for the submission. If some descriptors from the grade above are also present, the submission may be awarded a ‘+’ grade, except in the cases of ‘A’ and ‘D’.

*Effective: 1 October, 2008*

**HCT Written Communication Descriptors**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Bands** | **Communicative Quality and Coherence** | **Structural Accuracy** | **Lexical Range and Accuracy** | **Mechanics** | **Raw Score** |
|  | **x2** | **x1** | **x1** | **x1** |  |
| **9** | Extremely clear, well organised, and logical with plentiful ideas and support material from the writer.  Text flows seamlessly. | A wide range of structures used accurately and confidently. | A wide range of vocabulary used accurately and confidently. | Rare slips rather than errors may occur. | 45 |
| **8** | Well organised, clear and logical presentation and development of ideas with adequate and relevant support material.  Text flows well causing no strain to the reader. | A good range of sentence structures are shown , with confident control. | Confident choice and use of vocabulary with only rare ‘off key’ notes to indicate that  this may be a non-native speaker. | Very few minor errors occur and these are not significant. | 40 |
| **7** | Well organised with a clear and overall progression of ideas. Content is sufficient to the task but could be expanded more and may contain slight irrelevancies. Well controlled use of a range of cohesive devices. | An adequate range of simple and complex sentences occur with adequate control shown. | Vocabulary generally appropriately used and adequate to the task. Occasional awkwardness caused by word, idiom or register choice. | Occasional non-intrusive spelling and punctuation errors. | 35 |
| **6** | Main and subsidiary points are clear  and  well organised, but may contain minor irrelevancies or inappropriacies.  A range of cohesive devices used, though not always accurately. | Generally accurate use of sentence structure, though range of complex sentences is limited. | Vocabulary choice generally adequate in general topics or own specialist area, but may be inadequate to express a wide range of ideas with precision. Most of the time, appropriate choice of words, idioms and register give the text a feeling of fluency. | Occasional errors in spelling may still occur.  Uses capital letters, full stops, commas, apostrophes, brackets, and bullets, with only occasional unobtrusive errors. (Spelling fully accurate if using Spell Checker or copying from a text.) | 30 |
| **5** | Overall meaning of simple and more complex communications adequately conveyed though clarity will vary.  Organisation of text contributes to overall clarity.  Wider range of cohesive devices is attempted. | Simple sentences generally correct and some complex sentences can be used, but not often accurately.  Errors in subject verb agreement may still occur. | Vocabulary generally appropriate but limited to  familiar contexts. Occasionally, appropriate choice of words, idioms and register gives glimpses of fluency. | Spelling errors still intrude, but do not impair meaning.  Uses capital letters, full stops commas and apostrophes appropriately, with only occasional errors.  (Almost fully accurate if using Spell Checker or copying from text.) | 25 |
| **4** | Meaning clear in straightforward communications; where the content is more complex meaning comes through only intermittently.  Simple cohesive devices used appropriately. | Can construct simple sentences but errors in subject verb agreement and word order are frequent.  Appropriate choice of basic tenses. | Range of  vocabulary  becomes wider but may be inappropriate.  Text is stilted. | Spelling errors intrude though words are mainly recognisable with effort.  Uses capital letters and full stops almost without error.  Commas and apostrophes missing or misused.  (Almost fully accurate when using Spell Checker or copying text.) | 20 |

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| **Writing & Oral Band Progression in B.Ed. (TEYL/ELTS)** | | | |
| **Year** | **Sem.** | **Weeks** | **Band** |
| 1 | 1 | 1-10 | 5.25 |
| 11-20 | 5.5 |
| 2 | 1-10 | 5.75 |
| 11-20 | 6.0 |
| 2 | 1 | 1-20 | 6.0 |
| 2 | 1-10 | 6.25 |
| 11-20 | 6.5 |
| 3 | 1 | 1-20 | 6.5 |
| 2 | 1-10 | 6.75 |
| 11-20 | 7.0 |
| 4 | 1 | 1-20 | 7.0 |
| 2 | 1-20 | 7.0 |

**HCT Oral Communication Descriptors**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Bands** | **Communicative Range** | **Overall Fluency** | **Accuracy and Appropriacy** | **Pronunciation, intonation and stress** | **Raw Score** |
|  | **x2** | **x1** | **x1** | **x1** |  |
| **9** | Can converse relevantly and interestingly on a wide range of academic and non academic topics both inside and outside own sphere with other educated native speakers.  Uses a wide range of cohesive and sequencing devices in extended discourse accurately and appropriately. | Fluency comparable to that of an educated native speaker, with total flexibility to adapt to change of topic and conversational context. | Wide range of vocabulary and idiom, stylistic and structural language features are used appropriately and accurately. | Only a slight accent may be noticeable which in no way intrudes on the communication. Intonation and stress patterns comparable with native speaker. | **45** |
| **8** | Can converse effectively on all academic and non academic topics which relate to own experience and interests. Can sustain well organised, extended discourse involving speculation, argumentation, description and narration. Meaning is precisely conveyed. | Converses fluently with no barrier to communication. Flexible enough to adapt to change of topic and conversational context. | Accurate use of a wide range of linguistic features, including complex sentences, cohesive devices and modifiers. Only occasional slight inappropriacies or ‘slips of the tongue’ may occur. | Accent may be noticeable, but does not affect communication. Intonation and stress patterns approach native speaker level. | **40** |
| **7** | Can communicate competently on a wide range of academic and non academic topics which relate to own experience and interests. Extended discourse is organised and suitable cohesion used. Can use abstract speculative and argumentative language effectively in some, but not all, contexts. Meaning is clearly conveyed. | Generally fluent, with occasional pauses for repair, circumlocution or ‘searching’. Can cope with switches of topic and adapt to some extent to changes in conversational context. | Fairly accurate use of a wide range of linguistic features, including complex sentences, cohesive devices and modifiers. Some linguistic errors, and lexical inappropriacies but meaning is not impaired. | Intonation appropriate. Fully intelligible. L1 stress patterns and accent may be noticeable but no strain is felt in communication. | **35** |
| **6** | Can communicate satisfactorily on general, vocational and social topics. Can present information confidently but abstract speculation and argument may break down under pressure. Can deal with longer and more complex description and narration. | Hesitations rare, usually only when searching for unfamiliar vocabulary. Flexible enough to cope with topic switches. | Can form complex sentences reasonably accurately. Vocabulary adequate to express finer meaning and to modify. | Intonation appropriate. Fully intelligible. L1 stress patterns and accent are noticeable but no strain is felt in communication. | **30** |
| **5** | Can initiate and sustain extended conversation on general topics. Cannot handle abstract topics, argument or speculation. Recognises and expresses attitude, though not finely. Can elicit and leave a telephone message satisfactorily. | Hesitations occur as speaker searches for vocabulary, but repair strategies are developed enough to keep the conversation going at near normal speed. | Basic sentence structure usually correct, but errors occur in more complex sentences. Basic tenses used appropriately. Vocabulary inadequate for abstract discussion or fine description. | Mainly intelligible. Uses intonation appropriate to the context. Interlocutor may occasionally request repetition and clarification. | **25** |
| **4** | Can initiate and sustain conversation on everyday topics. Can give and elicit simple information face to face and, in a more limited way, on the telephone. Can describe a simple process or series of events. | Shows more spontaneity when on familiar ground, but hesitations still occur and rephrasing and prompting is still needed. | Can use basic sentence and question forms, although with many inaccuracies. Cannot form complex sentences. Can use basic sequencers. Vocabulary sufficient for everyday and work related needs. | Reasonably comprehensible to native speakers, though interlocutor may feel some strain, and misunderstanding may still occur. | **20** |

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| --- | --- | --- | --- |
| **Writing & Oral Band Progression in B.Ed. (TEYL/ELTS)** | | | |
| **Year** | **Sem.** | **Weeks** | **Band** |
| 1 | 1 | 1-10 | 5.25 |
| 11-20 | 5.5 |
| 2 | 1-10 | 5.75 |
| 11-20 | 6.0 |
| 2 | 1 | 1-20 | 6.0 |
| 2 | 1-10 | 6.25 |
| 11-20 | 6.5 |
| 3 | 1 | 1-20 | 6.5 |
| 2 | 1-10 | 6.75 |
| 11-20 | 7.0 |
| 4 | 1 | 1-20 | 7.0 |
| 2 | 1-20 | 7.0 |